Douglas College

EFFECTIVE: JANUARY, 2008
CURRICULUM GUIDELINES

A.	Division:	**Education**	Effective Date:		**January 2008**		
B.	Department / Program Area:	**Faculty of Child, Family and Community Studies** ***Department of Sign Language Interpretation***	Revision	**X**	New Course		
			If Revision, Section(s) Revised:		**G,H,J,N,O,Q**		
			Date of Previous Revision:		**22 June 2005**		
			Date of Current Revision:		**15 May 2007**		

C: **INTR 1225** D: **Professional and Cultural Mediation** E: **2**

Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar Description:

This course provides students with opportunities to explore the concept of sign language interpreters as cultural mediators within their professional role. Role-play, culturally-linked texts and field experiences will be used to stimulate discussion, reflection and class projects.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Seminar

Number of Contact Hours: (per semester for each descriptor)

45 hours

Number of Weeks per Semester:

Flexible delivery ranging over 2 to 15 weeks

H: Course Prerequisites:

INTR 1142 and
INTR 1145 with a B or better

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite

INTR 1290 and INTR 2300 and INTR 2310

K: Maximum Class Size:

16

L: PLEASE INDICATE:

	Non-Credit
X	College Credit Non-Transfer
	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. **Analyze the impact of oppression on Deaf /hearing interactions and the role of the interpreter in minimizing the effects of oppression**
2. **Explain the interpreter's role in empowering the interlocutors in interpreted situations**
3. **Illustrate how cultural and linguistic mediation is integral to the communication facilitation provided by an interpreter**
4. **Compare "professionalism" from a Deaf and hearing cultural frame**
5. **Utilize a decision-making model**
6. **Apply ethical principles to interpreting situations**
7. **Assess how certification applies to being a credible professional practitioner.**

N: Course Content: The following global ideas guide the design and delivery of this course:

- **Oppression influences the group dynamics between majority-minority group members in predictable, identifiable ways.**
- **It is critical that interpreters understand the characteristics of oppressed and oppressor peoples and recognize any tendencies they may have to use their position of power to reinforce this status quo.**
- **Empowerment of individuals in Deaf-Deaf interactions and in Deaf-hearing interactions results in healthy and essential self-determination. Interpreters can play a part in the empowerment of others in interpreted interactions.**
- **Language and culture cannot be separated. A significant part of communication facilitation that an interpreter provides depends on cultural, as well as linguistic, mediation.**
- **"Professionalism" is a concept which grows from a cultural frame of reference. Interpreters must know the meaning of "professionalism" from both a Deaf cultural frame and from a hearing cultural frame. Further, interpreters must know how to balance that role in Deaf-hearing interactions.**
- **Professional practice requires critical thinking and the application of ethical principles in making decisions. Further, practitioners must be able to clearly express their decision and the basis for their point of view in a variety of formats and settings.**
- **In order to be credible, professional practitioners, it is important for sign language interpreters to become certified.**

O: Methods of Instruction

- **Lecture/discussion**

P: Textbooks and Materials to be Purchased by Students

T.B.A.

Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:

- **Written assignments**
- **Group work/presentations**
- **Case studies**

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.

This course is available for PLAR.

Course Designer(s): Cheryl Palmer	Education Council / Curriculum Committee Representative
Dean: Jan K. Carrie	Registrar

© Douglas College. All Rights Reserved.